



# Course Outline

PSYC1024

Clinical Perspectives on Anxiety, Mood and  
Stress

School of Psychology

Faculty of Science

T3, 2019

Updated: 06/09/2019 1:34 AM

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr Natalie Rogers	<a href="mailto:n.rogers@unsw.edu.au">n.rogers@unsw.edu.au</a>	By appointment Mathews 915	Email

## 2. Course information

<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Nil
<b>Teaching times and locations:</b>	Online via Moodle

### 2.1 Course summary

This course will provide a comprehensive overview of some of the most common mental disorders including the mood disorders (e.g. depression) and anxiety disorders. Students will learn about psychology as a science and how psychological research is performed (including animal and human studies). We will then examine how the findings from this research informs the clinical description and treatment of psychological disorders. There will be a strong emphasis on the role of environmental stress factors in the development and maintenance of depression and anxiety. Students will also explore, apply and reflect on practical strategies for managing their own anxiety, mood and stress.

This course is appropriate for students with and without a background in science and is taught entirely online through Moodle. The final exam will be held on the Kensington campus (i.e. not on Moodle) during the official exam period.

N.B. This course is not a treatment program for mental health disorders and should not be viewed as a substitute for professional intervention.

### 2.2 Course aims

The general aim of this course is to examine clinical psychology perspectives on some of the most commonly occurring mental disorders in the general population. The disorders to be examined include the anxiety disorders (e.g. specific phobia, social phobia), mood disorders (e.g. major depressive disorder, bipolar disorders) and impulse-control disorders (e.g. substance abuse). The course will focus upon the role of environmental stress factors in the aetiology of these disorders, with a particular focus on the bio-psycho-social approach to health. The course will also examine several practical strategies for managing subclinical symptoms of anxiety, stress and low mood.

### 2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge of the theoretical perspectives, models, diagnostic features, aetiology and underlying mechanisms of several mood and anxiety disorders.
2. Understand the scientific method and the role of psychological research in informing theoretical understanding of mental health disorders and their treatment.

3. Demonstrate an understanding of the role that environmental stress plays in mental health disorders.
4. Critically analyse a variety of written materials (e.g. scientific reports, websites, media articles) to inform your written assessment (blog).
5. Effectively communicate in a written format, including peer to peer feedback.

## 2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, online activities		Lectures, online activities	Lectures, online activities		Lectures, online activities	Mid term exam, Written Assessment, Final exam
2.	Lectures, online activities	Lectures, online activities	Lectures, online activities			Lectures, online activities	Mid term exam, Written Assessment, Final exam
3.	Lectures, online activities	Lectures, online activities	Lectures, online activities			Lectures, online activities	Mid term exam, Written Assessment, Final exam
4.			Lectures, online activities	Lectures, online activities		Lectures, online activities	Written Assessment
5.				Lectures, online activities	Lectures, online activities, forums, peer feedback		Written Assessment

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

All teaching strategies are designed to educate students on the learning outcomes and graduate attributes outlined in the above sections. The course content is taught entirely online via the Moodle eLearning website. The lectures will be presented online as PowerPoint slides with accompanying audio. Due to copyright, the lectures cannot be downloaded. The lecture material will provide you with the information required to gain an in depth knowledge of the nature, study and treatment of common mental health issues. "Revision Exercises" will be made available for each topic to provide students with feedback so that they can gauge their understanding of the lecture material. Timely completion of all weekly course materials will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in the following week's content.

The mid-term and final examinations will provide you with an opportunity to demonstrate your achievement of the Course Learning Outcomes (CLOs) 1-3. The mid-term multiple choice exam will be held online. The final exam, also in MCQ format, will be held **ON CAMPUS** during the formal examination period.

The Lecture Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills (i.e. CLO 5). Please note that if a question has already been asked and answered in a previous post it will not receive a response.

The Blog Assessment will give students an opportunity to demonstrate all CLOs, especially CLOs 4-5. The Blog Assessment is to be completed in a Moodle OU Blog. **IN ADDITION**, a .doc copy of this blog is to be submitted online via Turnitin (i.e. the "Blog Summary"). The research and writing skills workshop will provide you with an important introduction to University-level research and writing skills including finding relevant information using databases and also reading, understanding and then clearly communicating ideas for the Blog Assessment.

### 3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide and, in particular, understand what constitutes plagiarism.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The Moodle forums should be the first line of contact with the Course Co-ordinator (personal matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed online.

Although this is an online course, it is expected that students dedicate the same amount of time each week to studying for this course as they would for an 'on-campus' course.

Given that the course content and most assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content including Flash. There will be no special consideration granted due to internet connection or computer issues arising from the use of a non-UNSW computer. If using a non-UNSW computer and an internet disconnection takes place during an assessment/exam, there will be no way for staff to verify the issue. In this circumstance, marks will be allocated in-line with whatever progress was saved prior to the disruption. To help students establish whether or not their computer/internet access is suitable for the online exam, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The final exam for this course will take place on campus during the UNSW examinations period. Students are not to arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Disability Support Services must contact the course coordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

## 4. Course schedule and structure

Each week this course typically consists of 5 hours of online lecture material and activities. Students are expected to take an additional 5 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Online Lecture topic/s	Online modules	Self-determined activities
<b>Week 1</b> 16/09/2019	What is Science? (3 lectures, 110 minutes)  What is Clinical Psychology? (2 lectures, 40 minutes)	Week 1 topics revision quizzes Research and Writing Workshop	Research and plan Blog: SMART Goal and Strategy (Assessment 2: Blog)
<b>Week 2</b> 23/09/2019	What is Anxiety? (2 lectures, 46 minutes)  What is Mood and Stress? (2 lectures, 30 minutes)	Week 2 topics revision quizzes	Research and plan Blog: SMART Goal and Strategy
<b>Week 3</b> 30/09/2019	What is Classical Conditioning? (3 lectures, 73 minutes)  What is Operant Conditioning? (2 lectures, 53 minutes)	Week 3 topics revision quizzes	Peer feedback on Blog: SMART Goal and Strategy
<b>Week 4</b> 07/10/2019	What is Exposure? (3 lectures, 67 minutes)	Week 4 topics revision quizzes	Reflection on Peer Feedback/Finalise SMART Goal and Strategy
<b>Week 5</b> 14/10/2019	What is Cognition? (3 lectures, 62 minutes)  What are Cognitive Biases and Problematic Thoughts? (3 lectures, 57 minutes)	Week 5 topic revision quizzes	Implement Blog Strategy/Reflection/Peer Feedback
<b>Week 6</b>	What is the Role of Genetics? (3 lectures, 76 minutes)	Week 6 topic revision quizzes	Implement Blog Strategy/Reflection/Peer Feedback

21/10/2019			
<b>Week 7</b> 28/10/2019	What is Behavioural Activation? (3 lectures, 76 minutes)	Week 7 topic revision quizzes	Implement Blog Strategy/Reflection/Peer Feedback
<b>Week 8</b> 04/11/2019	What are the Negative Impacts of Drugs on Mental Health? (3 lectures, 85 minutes)	Week 8 topic revision quizzes	Implement Blog Strategy/Reflection/Peer Feedback; Finalise and submit Blog Summary
<b>Week 9</b> 11/11/2019	What is Social Anxiety? (3 lectures, 63 minutes)	Week 9 topic revision quizzes	
<b>Week 10</b> 18/11/2019	What is Perfectionism? (2 lectures, 44 minutes)  What is the Function of Sleep? (2 lectures, 46 minutes)	Week 10 topics revision quizzes	
<b>Study period</b> 26/11/2019			
<b>Exam period</b> 29/11/2019 – 14/12/2019			



## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
<b>Assessment 1:</b> Mid-term exam	20 MCQ	20%	/20	11/10/2019 9am-11:59pm
<b>Assessment 2:</b> Blog	Approx. 5 pages	40%	/40	10/11/2019 11:59pm
<b>Assessment 3:</b> Final exam	80 MCQ	40%	/80	Exam period

**Assessment 1:** The Mid-term Exam will contain 20 assessed MCQs from Weeks 1-4 (inclusive). This exam will provide you with feedback on your understanding of the course material prior to the census date, in case you need to drop the course. The exam will be made available on the Moodle web page (i.e. an online exam) from 9 a.m. - 11:59 p.m. AEDT on Friday 11/10/2019. You will not be able to access the exam unless you have listened to all of the lectures to be assessed. The exam is worth 20% of the total course mark. The exam will be 15 minutes long (45 seconds per question). The short time limit on this MCQ exam will provide ample opportunity for students to read and answer all the MCQs but its brevity also means that the exam is not to be attempted “open book” with hard copies of reference material nearby, as there will not be enough time to consult reference material.

**Assessment 2:** The written assessment will be in the form of a blog (written in Moodle) and will be worth 40% of your total course mark. The task will require students to set a SMART Goal that aims to improve one aspect of their lives (e.g. stress, mood, sleep, alcohol consumption etc.). Students will use quality sources (e.g. peer-reviewed literature) to develop a Strategy which will help them achieve that Goal. Students will then implement the strategy over a 4-week period, writing regular reflections on the process and updating the strategy as needed. Finally, students will submit a copy/summary of their Blog in .doc format. This document must be submitted to the Turnitin link provided on the Moodle course webpage by on Sunday 10/11/2019 11:59pm AEDT. Marks and feedback will be provided 10 working days after the due date. Any assessments submitted after this time will not be marked and will receive a grade of 0. Further details, as well as a researching and writing skills workshop, will be made available on Moodle during Week 1 to provide further help to students on how to approach the task.

**Assessment 3:** The Final Exam will contain 80 MCQ taken from *all topics* in the course and will be worth 40% of the total course mark i.e. 0.5% per question (equally weighted). The exam will be conducted **ON CAMPUS** during the official exam period for the semester. Further details regarding the exact time and location of the exam will be released on myUNSW as they become available.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

### 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 5.3 Submission of assessment tasks

**Blog Assessment:** In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Mid-session exam	12/10/2019	Automatic	Online	Moodle
Blog	25/11/2019	Markers	Online	Moodle
Final exam	N/A	N/A	N/A	N/A

## 6. Academic integrity, referencing and plagiarism

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The APA (6<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition](#).

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

<b>Textbook</b>	Nil
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<a href="#">School of Psychology Student Guide</a> .
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a> <a href="#">UNSW Equal opportunity in education policy statement</a>

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

## 8. Administrative matters

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The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

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- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>